

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 3/Stories Shared Around the World (Fairy Tales, Fables, & Myths)

Course Code: ELA

COURSE INTRODUCTION:

Third grade students will be confident and fluent readers who make meaning of what they read. They will be able to problem solve in unfamiliar texts and read with expression. They will acquire and use grade-appropriate conversational, general academic and domain-specific words. They will read and write on a range of topics and in a variety of genres. Students will engage in the writing process to produce finished pieces with emphasis on communicating a clear and concise message while integrating craft and conventions. They will participate in collaborative discussions, conduct basic research utilizing technology and present on topics supported by evidence.

In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

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UNIT DESCRIPTION: During this unit, students will learn about the genres of traditional literature: fairy tales, fables, and myths. Students will explore the traits of each genre by listening to stories during shared reading , read aloud , and/or during guided reading . Students will explore traits while completing graphic organizers to help organize their thinking while working alone and in cooperative groups. During writing workshop, students will create an original fable and research a god or goddess. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf . Resources based on the Universal Design for Learning principles are available at www.cast.org . Provide Feedback		SUGGESTED UNIT TIMELINE: 4-6 weeks CLASS PERIOD (min.): 60-90 minute reading and/or writing block				
ESSENTIAL QUESTIONS: 1. How are versions of the same story similar and different? 2. What are some characteristics of traditional tales: myth, fables, and fairy tales?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance	CCSS ELA Grade	CCSS ELA	DOK

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			Goals	Level	Anchor	
1. Read, understand, and identify story elements in myths, fables, and/or fairytales		R.1.D.3.b R.1.G.3.g R.1.H.3.a R.1.I.3.a R.2.A.3.b R.2.C.3.h R.3.C.3.b	1.5 1.6 3.5 1.9 2.4 3.1 3.4 3.6 3.7 3.8	RL.3.1 RL.3.2 RL.3.3 RL.3.10		2 3
2. Identify similarities and differences in myths, fables, and fairytales.		R.1.D.3.b R.1.G.3.b R.1.H.3.c R.1.I.3.b R.2.A.3.b R.2.C.3.h R.3.C.3.f	1.5 1.6 3.5 1.9 2.4 3.1 3.4 3.6 3.7 3.8	RL.3.1 RL.3.2 RL.3.3 RL.3.10		2 3
3. Demonstrate decoding, accuracy, rate/accuracy, fluency and comprehension of reading materials through oral and written activities, class discussions and running records.		R.1.D.3.b R.1.G.3.b R.1.G.3.d R.1.H.3.b R.1.I.3.b R.2.A.3.b R.2.C.3.h R.3.C.3.b R.1.C.3	1.5 1.6 3.5 1.9 2.4 3.1 3.4 3.6 3.7	RL.3.1 RL.3.2 RL.3.3 RL.3.10 RF.3.3.a RF.3.3.b RF.3.3.c RF.3.3.d		2 3

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			3.8	RF.3.4.a RF.3.4.b RF.3.4.c		
4. Compare and contrast different versions of the same fairy tale (such as Cinderella) through written activities and class discussions.		R.1.H.3.c R.1.I.3.b	1.5 1.6 3.5 1.9	RL.3.9		3
5. Present information to class about different versions of the same fairy tale referring to parts of stories, dramas or poems using terms such as chapter, scene, stanza.		L.2.A.3	2.1 2.3	SL.3.4 RL.3.5		2
6. Write a modern day fable.		W.1.A.3.a W.2.A.3.b W.2.B.3.b W.2.C.3.a W.2.D.3 W.2.E.3.b	1.8 2.1 2.2	W.3.3.a W.3.3.b W.3.3.c W.3.3.d L.3.1.a L.3.1.b L.3.1.c L.3.1.d L.3.1.e L.3.1.f L.3.1.g L.3.1.h L.3.1.i L.3.2.a		3

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				L.3.2.b L.3.2.c L.3.2.d L.3.2.e L.3.2.f L.3.2.g		
7. Write a short research/biography of a Greek god/goddess.		W.3.A.3.a		W.3.7 L.3.1.a L.3.1.b L.3.1.c L.3.1.d L.3.1.e L.3.1.f L.3.1.g L.3.1.h L.3.1.i L.3.2.a L.3.2.b L.3.2.c L.3.2.d L.3.2.e L.3.2.f L.3.2.g		3
8. Publish a piece of revised and edited writing.		W.2.E.3.c	2.2	L.3.1.a L.3.1.b L.3.1.c L.3.1.d		2

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				L.3.1.e L.3.1.f L.3.1.g L.3.1.h L.3.1.i L.3.2.a L.3.2.b L.3.2.c L.3.2.d L.3.2.e L.3.2.f L.3.2.g L.3.3.a L.3.3.b		
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ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

1. ASSESSMENT DESCRIPTIONS*: Formative

Students participate in [Reader's Workshop](#) and [Writer's Workshop](#). Teacher-led conferences document progress/master towards CCSS through anecdotal notes, scoring guides, checklists, running records, teacher observations, etc., for assessment of accuracy, rate, expression, fluency and comprehension.

2. ASSESSMENT DESCRIPTIONS*: Formative

Students' completed story maps and Venn diagrams – story maps (Fairy Tale Text Map, Fable Story Map, and Venn Diagram) are in the Unit Resources section under "Print Resources".

3. ASSESSMENT DESCRIPTIONS*: Summative

Students' write an original fable that can be scored using a rubric. Resources for this assessment (Writing a Fable Requirements), Fable

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Peer Editing Guide, and Fable Writing Rubric) are in the Unit Resources section under “Print Resources.”

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	
2	Fairy Tales (Reading Instruction)
3	
4	During shared reading and/or guided reading , a variety of fairy tales will be read and fairy tale traits discussed.
5	
	1. The teacher will model how to complete a graphic organizer , Fairy Tale Text Map.
	2. Read and discuss a classic version of Cinderella, such as one by Charles Perrault. Discuss story grammar and importance of setting in the plot.
	3. Read and compare a different version of Cinderella using a Venn Diagram . Discuss how the plot and setting change as it is translated into a different culture.
	4. Divide students into small groups (4 or 5 students per group). Assign another Cinderella tale to each group for shared reading.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	
2	Fairy Tales (Reading Instruction)
3	
4	
5	
	1. Students will complete the Fairy Tale Text Map graphic organizer.
	2. Students will participate in class/group discussions during and after reading instruction—asking and answering questions about the

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	story grammar and help complete a Venn diagram.
	3. Together with the teacher, read and compare a different version of Cinderella using a Venn Diagram . Discuss how the plot and setting change as it is translated into a different culture.
	4. Students work cooperatively with members of a group to read another version of Cinderella.
Obj.# 1 2 3	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) Fables (Reading Instruction)
	1. The teacher will read a fable (such as <i>The Rabbit and the Turtle</i> by Eric Carle) and model how to complete the story map.
	2. During shared reading , the teacher will read two more fables while allowing student to independently complete the story maps.
	3. The teacher will facilitate a gallery walk (a discussion technique that gets students out of their chairs and into a mode of active engagement) so that students can look at each others' story maps for similarities and differences.
	4. The teacher will discuss elements of fables and character traits and their impact on the story.
Obj. # 1 2 3	INSTRUCTIONAL ACTIVITIES: (What Students Do) Fables (Reading Instruction)
	1. Students will actively listen to a fable and participate in class/group discussion about a story map.
	2. Students will complete story maps.
	3. Students will participate in a gallery walk while looking at other students' story maps and observing similarities and differences of fables.
	4. Students will participate in class/group discussion during and after reading instruction – asking and answering questions about the genre.

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Obj. # 1 2 3 6	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) <p style="text-align: center;">Writing a Fable</p> <p>During writing workshop or interactive writing, over the course of the year, instruction has focused on word choice, sentence fluency, voice, narrowing the focus, beginning, middle, end, transitions, setting, etc... Pull model/exemplar stories from students throughout the writing process to show techniques and strategies to the class.</p>
	1. The teacher will plan and teach mini-lessons (choosing characters, moral/lesson learned, setting, plot) about writing a fable. Mini-lessons will also address student challenges (based on writing conferences with students).
	2. The teacher will model brainstorming of a fable by completion of a graphic organizer or webbing.
	3. Allow time for students to create drafts of their stories. During writing workshop , conference with individual students to help them as needed.
	4. When drafts are completed, teacher models how to work with a partner to peer-revise (if desired) or how to revise one's own work using a checklist.
	5. Model how to make changes using editing and revision checklists and scoring guides and provide time for students to rewrite revised/edited stories and prepare a final copy.
Obj. # 1 2 3 6	INSTRUCTIONAL ACTIVITIES: (What Students Do) <p style="text-align: center;">Writing a Fable</p>
	1. Students use information shared and learned from mini-lessons to choose characters/animals that personify humans, setting, and moral (from a suggested list or made up) for their fables.
	2. Students complete a graphic organizer for preplanning.
	3. Students write a rough draft of an original fable that includes characters, setting, moral, and plot (beginning, middle, end).

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	4. Students work with partners or the teacher to revise and edit their writing.
	5. Students complete a final copy of their writing, using a rubric to guide them through the process.
Obj. # 1 2 3	INSTRUCTIONAL ACTIVITIES: (research-based): (Teacher Methods) Writing a Short Research/Biography
	1. During shared reading and/or guided reading , a variety of myths will be read/shared and traits of myths discussed.
	2. The teacher will choose a Greek god/goddess and model how to research/ take notes on the Greek Mythology sheet.
	3. Allow time for students to create drafts of their biographies. During writing workshop, conference with individual students to help them as needed.
	4. When drafts are completed, teacher models how to work with a partner to peer-revise (if desired) or how to revise one's own work while modeling how to use a checklist.
	5. Provide time for students to rewrite revised/edited stories and prepare a final copy.
Obj. # 1 2 3 6	INSTRUCTIONAL ACTIVITIES: (What Students Do) Writing a Short Research/Biography
	1. Students will participate in class/group discussions during and after reading instruction—asking and answering questions about the genre.
	2. Students will choose a Greek god/goddess to research and take notes on a Greek god/goddess using the Greek Mythology sheet.
	3. Students will write a rough draft biography of the Greek god/goddess.
	4. Students work with partners or the teacher to revise and edit their writing using a checklist.

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5. Students complete a final copy of their writing, using a rubric to guide them through the process.

UNIT RESOURCES: (include internet addresses for linking)

Cinderella Stories

- **Africa**
The Egyptian Cinderella by Shirley Climo
Chinye: A West African Folk Tale by Obi Onyefulu
Mufaro's Beautiful Daughters: an African Tale by John Steptoe
- **Americas**
Cinderella by James Marshall
Cinderella by Amy Ehrlich
Little Firefly: An Algonquian Legend by Terri Cohlene
Ashpet: an Appalachian Tale by Joanne Compton
Adelita: A Mexican Cinderella Story by Tomie dePaola
Turkey Girl: A Zuni Cinderella Story by Penny Pollock
The Rough-Face Girl by Rafe Martin
Domitila: A Cinerella Tale from the Mexican Tradition by Jewell Reinhart Coburn
Cendrillon: A Caribbean Cinderella by Robert D. San Souci
Little Gold Star: A Spanish American Cinderella Tale by Robert D. San Souci
The Little Seven-Colored Horse: A Spanish American Folktale by Robert D. San Souci
Sootface: An Ojibwa Cinderella Story by Robert D. San Souci
The Talking Eggs: A Folktale from the American South by Robert D. San Souci
Smoky Mountain rose: An Appalachian Cinderella by Alan Schroeder
- **Asia**
The Korean Cinderella by Shirley Climo
Jouanah, A Hmong Cinderella by Jewell Reinhart Coburn
Pigling, A Cinderella Story: (A Korean Tale) by Dan Jolley
The Enchanted Anklet: A Cinderella Story From India by Lila Mehta
Yeh-Shen: A Cinderella Story From China by Ai-Ling Louie
The Gift of the Crocodile: A Cinderella Story by Judy Sierra
- **Europe**

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Cinderella by Charles Perrault
The Irish Cinderlad by Shirley Climo
Fair, Brown & Trembling: An Irish Cinderella Story by Jude Daly
Billy Beg and His Bull: An Irish Tale by Ellin Greeneby
Princess Furball by Charlotte S. Huck
Toads and Diamonds by Charlotte S. Huck
Tattercoats by Joseph Jacobs
The Way Meat Loves Salt: A Cinderella Tale from the Jewish Tradition by Nina Jaffe
Baba Yaga and Vasilisa the Brave by Marianna Mayer
Raisel's Riddle by Erica Silverman
Vasilissa the Beautiful: A Russian Folktale by Elizabeth Winthrop

- **Middle East**

The Persian Cinderella by Shirley Climo
The Golden Sandal: A Middle Eastern Cinderella by Rebecca Hickox

- **Fractured Fairy Tales/Creative Retellings**

Fanny's Dream by Caralyn Buehner
Prince Cinders by Babette Cole
Dinorella: A Prehistoric Fairy Tale by Pamela Duncan Edwards
Glass Slipper, Gold Sandal: A Worldwide Cinderella by Paul Fleischman
Cinderella (As If You Didn't Already Know the Story) by Barbara Ensor
Ella's Big Change: A Jazz-Age Cinderella by Shirley Hughes
Cinderella, the Dog and Her Little Glass Slipper by Diane Goode
Cinder Edna by Ellen B. Jackson
Bigfoot Cinderrrrrella by Tony Johnston
Cinderhazel: The Cinderella of Halloween by Deborah Nourse Lattimore
Cinderellis and the Glass Hill by Gail Carson Levine
Ella Enchanted by Gail Carson Levine
Cindy Ellen: A Wild Western Cinderella by Susan Lowell
Cinderella's Rat by Susan Meddaugh
Cinder-Elly by Frances Minters
Joe Cinders by Marianne Mitchell

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Cinderella Skeleton by Robert D. San Souci

Fables

- **Books**

Aesop's Fables by Aesop

Aesop's Fables by Saviour Pirotta

Aesop's Fables by J. Pinkey

Aesop's Fables by Lisbeth Zwerger

Aesop's Fables For Children by Milo Winter

New Aesop Fables for Children by Robert W. Long

Fables by Arnold Lobel

- **Websites**

<http://www.kids-pages.com/stories.htm> (Different fables that children can read with illustrations)

<http://pbskids.org/lions/stories> (Folktales and fables that are read and animated)

<http://www.childclassics.com> (Aesop's fables that are read and animated)

<http://www.aesopfables.com/aesopse.html> (extensive list that children read)

Myths

- **Books**

Greek Myths for Children by Flora J. Cooke

Greek Myths for Young Children by Heather Amery

D'Aulaire's Book of Greek Myths by Edgar Parin d'Aulaire

Greek Myths by Ann Turnbull

Greek Myths by Marcia Williams

Gods and Goddesses of Olympus by Alike

The Mighty 12: Superheroes of Greek Myth by Charles R. Smith

A Child's Introduction to Greek Mythology by Heather Alexander

Adventures of the Greek Heroes by Ann M. Wiseman

She's All That!: A Look-It-Up Guide to the Goddesses of Mythology by Megan Bryant

Treasury of Greek Mythology by Donna Jo Napoli

- **Websites**

Scholastic: http://teacher.scholastic.com/writewit/mff/mythswshop_index.htm (Writing with Writers - A myth writing workshop with

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Jane Yolen)

<http://pbskids.org/lions/stories> (myths that are read and animated)

<http://www.greece.mrdonn.org/greekgods/index.html> (Greek gods and information)

- **Webquests** (<http://questgarden.com>)

It's All Greek to Me

Greek Mythology

My Own Greek Myth

Greek Gods

Gifts From Greek Mythology

The Gods and Goddesses of Greek Mythology

Greek Mythology: Zeus and the Wild Bunch

Moving Day! A Greek Mythology Webquest With a Twist

- **Print Resources**

Genre Characteristics

Fairy Tale Text Map

Venn Diagram

Fable Story Map

Writing a Fable (requirements – student checklist)

Examples of Morals

Fable Peer Editing Guide

Fable Writing Rubric